

Information Needed

To Apply for Goals

2000 LRI and PPPD

Only

Requirements

Evaluation Criteria

Grant Agreement

Information about the Application

- Actual awards made will be based on available funds, the number of districts applying, and the proposal's numeric evaluation score.
- Goals 2000 and PPPD payments should not be expected until at least October 2000.
- Negotiated revisions to any components of the application lengthen the payment process.

Per Pupil Professional Development Funds (PPPD)

- Allocations for each district are in the pink packet included with the application.
- Allocations in column 1 of the table are at the current level of \$1 million (already appropriated).
- Column 2 allocations are based on a proposed increase of \$1 million (pending in the current legislative session). Districts will be notified about the final appropriation as soon as possible.
- A consortium is defined as at least two districts which are working together on professional development activities to implement the Learning Results. School Unions working alone cannot apply as consortia. Partners in the consortium must be listed on the application cover page.
- School Unions must apply for PPPD funds with a joint plan. The union may distribute PPPD funds on a per pupil basis to each school in the union, or use the funds to support union-wide Learning Results professional development activities, or some combination of the two. A single payment will be made to the district.
- Questions about this calculation should be directed as soon as possible to Sarah Simmonds (287-8281); sarah.simmonds@state.me.us.

Evaluation Process and Criteria

- Each proposal will be evaluated by three peer reviewers, who will use the attached numeric criteria to rate each proposal.
- The Department of Education may negotiate final award amounts based on numeric evaluation results and availability of grant funds in either category.
- Per Pupil Professional Development funds are not competitive and will be received by the district regardless of the status of its other proposals. However, information provided in the proposal to report on PPPD funds will be evaluated by the readers as part of the evidence of Learning Results implementation activities.

Required Components to Apply Only for a Goals 2000 LRI Grant and PPPD Funds

Basic Information (not evaluated):

- ☐ The cover page – Indicate the PPPD amount received by the district in FY '00 and how much was not expended. Add unexpended funds to the district's new requests in each category.
- ☐ The information page
- ☐ School board signatures
- ☐ Superintendent's signature on the second page of the appropriate grant agreement

1. The Design Team:

- ☐ **1. A.** Describe the design team's roles and responsibilities.
B. Not required.

2. Year-end Financial Statement: Complete the PPPD year-end financial report. Note that expenses listed in the "obligated" column are those for which you have made a promise to pay. These activities may not have taken place when the proposal is submitted.

- ☐ Attach a single page to explain why funds were not expended as expected in each category.

3. The self-Assessment:

- ☐ **A.** Check those indicators in the "Student Learning" area and in each section of the "Climate Supportive of Change" area that describe where the district currently stands with Learning Results implementation. Disregard the technology-related indicators. In the blank columns embedded in the self-assessment, tell the readers where to find the supporting portfolio evidence for each checkmark. **Submit the checked self-assessment pages with the application.**
- ☐ Plot the district's current position on the two self-assessment grids.
- ☐ **B.** In a narrative of **10 pages or less**, explain how the information from the progress report and the self-assessment update lead to the district's next steps. Include:
 1. A summary of current conditions across the district based on the self-assessment and the progress report.
 2. A description of how the self-assessment findings and the progress report illustrate what the district's next steps are in Learning Results implementation.
 3. **Not Required.**
 4. **Not Required.**
 5. Identification of several impact areas or goals and why they are necessary to the district's Learning Results implementation efforts.

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4. The Action Plan:

- **A. Impact Areas**
- **1.** List impact areas or goal statements identified as a result of the progress report and the self-assessment update, and identified in the self-assessment narrative. Impact areas can also be thought of as leverage points – key areas of activity that impact many aspects of Learning Results implementation.
- **2.** Measurable indicators of success in making progress toward the goal or in the impact area. A description of how to write measurable indicators is included in the application. The district will be asked to use these indicators to report on its progress at the end of the grant period.
- **3.** Evaluation: describe how data will be collected to assess each indicator.
- **4.** Products: list the concrete products expected as a result of the planned activities.
- **B. Action Steps for each impact area or goal:**
- **1.** List the steps.
- **2.** Describe when each step will be completed.
- **3.** Costs: Whenever possible, include the actual dollar amounts to be expended for each step from Goals 2000 LRI, PPPD and other sources.
- **C. Budgets:**
- Complete a line item budget for Goals 2000 LRI and PPPD. The total amount for PPPD is the expected award plus any unexpended funds from the previous year. Make sure that the action plan includes activities supported by the unexpended PPPD funds.
- If a detailed description is not possible within the space allotted on each line, attach one.
- Complete the monthly payment form for the new amount requested for Goals 2000 LRI only.

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Goals 2000 LRI Unfunded Evaluation Criteria

1.Design Team

0	1	2	3	Points
A. No list of members is included.	A. The design team membership does not include a parent . A few of the stakeholders impacted by the team's work are represented.	A. The membership list includes a parent, and represents most of those impacted by its work.	A. The design team includes representation from all schools, administrators, teachers, and at least one parent.	
B. No roles or responsibilities are described.	B. Some of the roles and responsibilities of the design team are unclear.	B. The design team's roles and responsibilities are clearly explained but loosely related to Learning Results implementation in the district.	B. The design team's roles and responsibilities are clearly essential to Learning Results implementation in the district.	
Total 6				

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3. A. Self-Assessment and B. Identification of the Next Steps (Narrative)

0	1	2	3	Pts.
A. The self-assessment pages are missing or incomplete. Little or no evidence is provided to support the checked descriptors. There is no explanation for the missing evidence.	A. The self-assessment pages are complete. Most of the evidence provided does not support the checked self-assessment descriptors. Some explanation is included to account for missing evidence.	A. Most of the evidence supports the checked self-assessment descriptors. Complete explanations are provided to account for missing evidence.	A. All of the evidence provided is necessary and sufficient to support the checked descriptors.	X 2
B. The district's placement on both continua is unwarranted given the checked indicators and the supporting evidence.	B. The district's placement on both continua is confusing given the checked indicators and the supporting evidence.	B. The district's placement on one or both of the continua is justified by most of the supporting evidence.	B. Placement on both continua is consistently supported by the evidence.	X 2
C. The narrative does not connect the self-assessment to identification of the district's next steps.	C. The narrative partially connects the self-assessment to the next steps.	C. The narrative supports the connections between the self-assessment findings and the next steps.	C. The narrative clearly describes a process of analyzing the evidence of the current situation as the method of identifying the next steps.	
D. The narrative describes conditions in a single school, at a single grade span, or among a small population of students or staff.	D. The narrative describes conditions in some schools, grade spans or populations.	D. The narrative partially describes conditions across the system.	D. The narrative describes systemwide conditions and identifies systemwide approaches..	
			Total 18	

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4. Action Plan (Cost Effectiveness)

0	1	2	3	Pts.
A. The indicators are not measurable.	A. Some of the indicators are measurable.	A. Most of the indicators are measurable.	A. All of the indicators are measurable.	
B. The data collected to evaluate progress toward the indicators will provide little or no supporting evidence of progress at the end of the grant period.	B. Most of the data collected to evaluate progress toward the indicators will provide some evidence of progress at the end of the grant year.	B. The data collected to evaluate progress toward the indicators will provide most of the evidence necessary to support progress at the end of the grant period.	B. The data collected to evaluate progress toward the indicators will provide necessary and sufficient evidence of progress.	
C. The data to be collected will not help the district identify its next steps.	C. Some of the data collected will help the district identify its next steps.	C. Most of the data collected will help the district identify its next steps.	C. The data collected will lead directly to identification of the district's next steps.	
D. The action steps are unconnected to the indicators.	D. Some of the action steps are connected to the indicators.	D. Most of the action steps are necessary in making progress toward the indicators.	D. All of the action steps are necessary in making progress toward the indicators.	
E. Proposed expenditures are not connected to the action plan.	E. Proposed expenditures support some of the action plan.	E. Most proposed expenditures support the action plan.	E. Funds from all sources support the action plan.	
F. Expenditures are not cost effective.	F. Some expenditures are cost effective.	F. Most expenditures are cost effective.	F. All expenditures from all sources are cost effective.	
			Total	18

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Document Total:

Vendor Code:

Account Code:

STATE OF MAINE DEPARTMENT OF EDUCATION Learning Results Implementation GRANT AGREEMENT

This agreement made this 1st day of September 2000 between the Department of Education ("the Department") and ("the school system").

WHEREAS, the Department in the exercise of its lawful functions has determined that your grant will stimulate, foster or encourage improvement in the schools of the State and serve as models for other schools and,

WHEREAS, the school system has determined that the proposal will advance systemic change which enhances the learning of school children,

NOW THEREFORE, in consideration of the mutual agreements and provisions herein contained, the parties hereto agree as follows:

1. The Department will award a Learning Results Implementation of _____ to the school system for the purposes described in the grant application, which is hereby incorporated into this Agreement and made a part thereof.
2. Grant funds shall be expended by the school system between September 1, 2000 and August 31, 2001. Any funds not expended or obligated prior to August 31, 2001 shall be returned to the Department for reallocation.
3. Expenditures of grant funds by the school system will be in accordance with Maine law and applicable ordinances, rules and policies.
4. Financial and other records relating to the proposal will be maintained by the school system for at least three years from completion of the proposal and made available for review, upon request, to the Department.
5. Amendments to the approved budget which exceed 20% on any line or any programmatic components of the proposal must be approved in advance by the Department.
6. The school system will designate a grant coordinator who will have supervisory responsibility for the proposal and will function as the liaison person with the Department.
7. The school system will develop and maintain a portfolio of all grant related activities. The Department may examine the portfolio at any time to evaluate progress on the grant. In any case, a final report and a portfolio of grant related activities will be received by the Department no later than September 30, 2001.,
8. In consideration of the grant award, the school system agrees to include in all promotion and publicity concerning the proposal, the following minimum credit line: "with support of the Department of Education through a Learning Results Implementation grant."
9. Any publications relating to the proposal by the school system shall also include, in an appropriate place, a statement that the findings, conclusions or recommendations do not necessarily represent the view of the Department.
10. One copy of any printed publication resulting from the proposal must be furnished to the Department. One copy of any software, film, videotape, audio tape, record or any other audio-visual materials produced as part or as an outgrowth of the proposal must also be furnished to the Department.
11. The Department reserves a non-exclusive license to use and reproduce for public purposes, without payment, any publishable matter, including copyrighted matter, arising out of grant activities. The school system shall

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retain a non-exclusive license to use and reproduce the materials, without payment, for the use and benefit of the school system. A copy of the agreements shall be filed with the Department.

12. The school system will submit a full accounting of expenditures and a final report to the Department within 30 days of the completion of the proposal but in no event later than August 31, 2000.
13. Financial records of the proposal will be reviewed in the annual audit of school system expenditures and any deviations, discrepancies or questioned costs will be reported to the Department, with a copy of the auditor's report.
14. The Department may monitor the proposal on site and evaluate its progress and results independently of the school system's evaluation.
15. If the Department determines that the approved grant proposal cannot be completed as proposed, it may terminate the grant award and all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the Department. No such termination may take place until the school system has been notified of the Department's intention and has had an opportunity to respond.
16. The Department and the school system may mutually agree to terminate the proposal at any time. If this occurs, all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the department.
17. The Department may withhold or suspend payment of the grant award or require repayment of grant monies already spent upon a finding that grant monies will be or have been improperly spent, the required reports have not been filed in a timely manner or that the proposal is otherwise not in compliance with applicable law. No penalizing action will be taken until the school system has been notified of the alleged violation and has had an opportunity to respond.
18. The Department may withhold or recover payment of all or part of the grant award if the school system is found, after an adjudicatory proceeding or adjudication to be in violation of the Maine Human Rights Act, the Americans with Disabilities Act or the Federal Civil Rights Act during the project period.
19. The grant award will become effective upon execution of this document by all parties.

Date

Commissioner, Department of Education

Date

Grant Coordinator, Department of Education

September 1, 2000

Date

Superintendent of Schools (Fiscal Agent)

Submission, with the application, of a signed copy of this agreement is for the sole purpose of expediting the distribution of funds to districts to whom grants are awarded in accordance with the evaluation criteria and in no way commits the department to making an award to the applicant.